



Preconference Courses

AD - Administration
AS - Assessment
CD - Course & Curriculum Design & Implementation
DB - Debriefing
FD - Faculty Development
IP - IPE / Team
PE - Program Evaluation/Outcomes Measures
PS - Patient Safety / Quality
RE - Research
SO - Simulation Operations

Saturday, January 25, 2014

1:00 PM-5:00 PM **CD**

Building a Better Scenario

Course Director: David Rodgers, EdD, NREMT-P

Faculty: David Rodgers, EdD, NREMT-P (2), Roberta Hales, MHA, RRT-NPS, RN (1) and AnneMarie Monachino, MSN, RN, CPN.

Overview: This interactive workshop will examine the process of creating a scenario while also meeting many of the SIH simulation center accreditation standards. Creating an effective patient simulation scenario includes several key steps. The development process can be designed to not only address the needs of the scenario author, but also meet the new accreditation standards. Presented by a team of experienced scenario developers, this workshop will guide participants through the steps of scenario development.

1. Describe the key sequential elements of one instructional design model applied to scenario development.
2. Relate the steps of this instructional design model to the documentation requirements of the Council for Accreditation of Healthcare Simulation Programs Accreditation Standards and Measurement Criteria: Teaching/Education Standards, and Measurement section.
3. Apply the concepts of instructional design in selecting modalities of learning by determining what objectives are most applicable to simulation and demonstrate how to work through at least one segment of the instructional design process during an interactive group exercise.

1:00 PM-5:00 PM **CD**

Rapid-Cycle Deliberate Practice Instructor Trainer Course

Course Director: Elizabeth Hunt, MD, MPH, PhD

Faculty: Elizabeth Hunt, MD, MPH, PhD (6), Julianne Perretta, MEd, RRT, NPS, CHSE (3), Jordan Duval-Arnould, MPH, DrPH[c] (4), Shannon Poling, RRT-NPS, Adam Dodson, NRP, CCEMT-P (1) and Julianna Jung, MD (5).



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Overview: Rapid Cycle Deliberate Practice (RCDP) is a simulation training methodology for interprofessional teams that couples focused debriefing with repetitive practice allowing team members to practice the choreography of patient care and assist them in meeting pre-established time dependent protocols. Educators can use this method to provide focused feedback on observable performance gaps, tailoring their teaching to individual and team learning needs. This course will immerse participants in the development and implementation of a RCDP course.

1. Create specific, observable, data-driven learning objectives for a Rapid Cycle Deliberate Practice simulation.
2. Prepare interdisciplinary team members for participation in a Rapid Cycle Deliberate Practice simulation session, using strategies provided by the pre-conference faculty.
3. Given a RCDP scenario, demonstrate focused debriefing and multiple replays based on one of the established learning objectives

1:00 PM-5:00 PM **RE**

Research: Where Do I start?

Course Director: William McGaghie, PhD

Faculty: William McGaghie, PhD (2), Jeffrey Groom, PhD, CRNA (1) and Viva Siddall, MS (3).

Overview: This course aims to help inexperienced educational investigators acquire basic knowledge and skills in educational research. This is “educational research 101,” a course with no assumptions about prior knowledge. Course objectives and interposed discussion and small group session will focus on: (1) stating quantitative and qualitative research questions, (2) features of a sound educational research project, and (3) preparing research reports. Participants will leave an outline for an educational research project they may implement.

1. Demonstrate understanding of the components of a testable research question.
2. List the fundamentals of educational research design, management, and execution.
3. Describe the importance of defining clear primary and secondary outcome measures.

1:00 PM-5:00 PM **FD**

Transforming Faculty Development: Raising the Bar of Success

Course Director: Elaine Sigalet, PhD

Faculty: Elaine Sigalet, PhD (2), Walter Eppich, MD, MEd (1), Joanne Davies, MSc, RM (3), Richard Cherry, MD (5) and Adam Cheng, MD, FRCPC, FAAP (4).

Overview: As healthcare simulation becomes more widely adopted, so does the need for supporting facilitators with the skills to optimize participant learning. Even experienced faculty may find it challenging to deliver feedback because they lack advanced knowledge and strategies for this unique context. To support facilitators, faculty needs to promote facilitator self-awareness whilst providing facilitators the opportunity to develop verbal and non-verbal strategies to improve debriefing effectiveness.

1. Describe high-yield targets for providing feedback to simulation faculty
2. Identify both verbal and nonverbal communication gaps in facilitators debriefing video clips.
3. Implement strategies to provide constructive and supportive feedback to simulation faculty



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1:00 PM-5:00 PM **PS**

Look Before You Leap: Sim for New Spaces Part 1

Course Director: David Kessler, MD, MSc

Faculty: David Kessler, MD, MSc (3), Vinay Nadkarni, MD, MS, FCCM (2), Jennifer Reid, MD (6), Kimberly Stone, MD, MS, MA (7), Marjorie Lee White, MD, MPPM, MEd (5), Marc Auerbach, MD, MSCI (8), Jennifer Arnold, MD, MSc (1) and Lennox Huang, MD (4).

Overview: Opening a new clinical space or process creates potential patient safety threats and provider challenges. Simulation can be utilized at any phase of planning to identify, prevent, prepare for and monitor latent safety threats. This course will provide the knowledge and tools necessary to incorporate simulation-based methodologies into planning a move to a new space or process. Examples of low and high technology methods will be discussed, advocating a “right tool for the job” approach.

1. Conduct a mock needs-assessment and establish a prioritizing question (synchronized with expected phase of construction) to determine goals of simulation.
2. Develop simulation-based testing of new clinical environments or processes.
3. Develop a time-line for a systems testing project (including plans for repeat and ongoing evaluations after change is made).

1:00 PM-5:00 PM **CD**

Making Nurses More Competent, Faster Through Simulation

Course Director: Jason Zigmont, PhD, CHSE

Faculty: Jason Zigmont, PhD, CHSE (2), Nichole Oocumma, BSDH, MA, CHES (1), Tricia Edwards, BSN (2), Angie Wade, MPH and Ryan Warner, EMT-P, EMS CE-I (2).

Overview: RN transition to practice is a growing problem nationally. During this session participants will both be shown multiple examples of how utilizing simulation reduces RN orientation by more than 3.6 weeks per nurse (saving over \$1 million annually) and leave with a plan on how to implement a similar program in their organization. Participants will receive a complete course plan that can be implemented while learning the benefits and pitfalls of improving orientation through simulation.

1. Identify the impact of enhancing RN orientation through simulation.
2. List potential barriers and supports for improving RN orientation.
3. Design a simulation enhanced RN orientation program.

1:00 PM-5:00 PM **FD**

Simulated/Standardized Patients in High Stakes Assessments

Course Director: Cathy Smith, PhD

Faculty: Cathy Smith, PhD (3), Carol O'Byrne, BSP (2) and Debra Nestel, PhD (1).

Overview: We explore the role of simulated patients (SPs) in high stakes, performance-based assessments, including criteria for quality assurance of SP performance, a systematic training approach and its impact on quality of SP performance. Using the Objective Structured Clinical Examination (OSCE) as the assessment format, we consider examples from pharmacy and medicine. Although the workshop focuses on working with SPs in high stakes assessment, quality assurance principles discussed can be applied to varied assessment contexts.



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1. Identify theories and principles relevant to standardized SP performance for assessment purposes.
2. Implement specific training strategies and tools to enhance standardization of SP performance.
3. Apply applications to their own practice.

1:00 PM-5:00 PM **DB**

Structured and Supported Debriefing

Course Director: John ODonnell, CRNA, MSN, DrPH

Faculty: John ODonnell, CRNA, MSN, DrPH (3), Amitai Ziv, MD, MHA (1), Paul Phrampus, MD, FACEP (3), Liat Pessach, BA (1), David Rodgers, EdD, NREMT-P (2) and Joseph Goode, Jr, MSN, CRNA (3).

Overview: This session will review and provide practice in structured debriefing methods in simulation education. Rationale: Debriefing has been identified as key to simulation based healthcare education. However, little practical advice has been published on how to debrief, teaching debriefing methods, preparing learners for a debriefing session, employing alternative methods as needed or the relative effectiveness of alternatives in supporting learning objectives. This course highlights structured debriefing approaches developed concurrently at two internationally prominent simulation facilities.

1. Describe the value of a structured and supported approach to debriefing
2. Evaluate alternative methods for debriefing matched to specific course or session objectives
3. Demonstrate use of debriefing job aids and assessment instruments during video vignette and live sessions

1:00 PM-5:00 PM **AD**

Pricing the Cost of Doing Business in Your Simulation Center

Course Director: John Shatzer, PhD

Faculty: John Shatzer, PhD (4), Benny Holland, BSN, MPH (1), Daniel Battista, MBA (2) and Arna Banarjee, MD (3).

Overview: A wise person once said: "Simulation costs money and someone has to pay," but how much and by whom? Many centers are involved in creating revenue streams for clients outside their core mission. How do we do this? What are the variables to consider and the issues to ponder as we set our own prices? This workshop will examine some of these derived from actual charge proposals that participants will complete prior to the workshop.

1. Identify cost variables to be used in developing a proposal structure, reflecting your center and institutional values, mission and context.
2. Define the cost structures for non-profit and for-profit-based clients, derived from center and institutional guidelines
3. Discuss possible factors originating in the workshop examples that may impact the final cost to the client, given their own mission, goals, resources and models for revenue management based on institutional requirements

1:00 PM-5:00 PM **AD**



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Simulation Program Development and Business Planning, Facility Design, Equipment Acquisition

Course Director: Bonnie Driggers, RN, MS, MPA

Faculty: Bonnie Driggers, RN, MS, MPA (3), Michael Seropian, MD, FRCPC (2) and Katie Walker, RN, MBA (1).

Overview: This highly-interactive course is focused on the core concepts of simulation program development. Faculty will guide participants through a number of exercises designed to reinforce business, program, facility and equipment planning processes. Participants will be expected to develop and present their collective work from a series of exercises, and faculty will supplement the instruction with their experience and understanding of best practice. First of a two-part pre-conference series.

1. Explain the core infrastructure considerations when developing a simulation program or center.
2. Formulate two space design features for successful simulation-based learning applicable to your own simulation setting.
3. Evaluate the various approaches to the development of an equipment plan for your simulation program.

Sunday, January 26, 2014

8:00 AM-12:00 PM **DB**

Microdebriefing: Circuit-training for Debriefing Strength and Conditioning

Course Director: Christine Park, MD

Faculty: Christine Park, MD (2), Manuel Pardo, MD (3), Keith Littlewood, MD (5), Andres Navedo, MD (1) and Suzanne Strom, MD (4).

Overview: Debriefing is an art. However, while fluency is being honed, it may be daunting to attempt full, complex debriefings. This workshop uses a novel circuit-training approach to provide micro-debriefing practice to both simple and challenging debriefing situations. After a review of debriefing techniques, participants will engage in rapid interactive cycles of drills with peer and facilitator feedback. Designed for novices and the experienced, participants will apply techniques to interactive games and to clinical micro-scenarios.

1. Apply debriefing techniques to a range of debriefing situations, from simple to challenging
2. Identify how and when each debriefing technique can be optimally used
3. Assess his/her own strengths and opportunities for improvement in the use of individual debriefing techniques

8:00 AM-12:00 PM **RE**

Experimental Research and Design: The Next Level

Course Director: Mark Scerbo, PhD

Faculty: Mark Scerbo, PhD.

Overview: The course is a more advanced treatment of fundamental principles of experimental research. Using lecture, exercises, and discussion the course covers topics including different types of variables, hypothetical constructs, reliability and validity, controlling threats to validity, single factor designs, factorial designs and



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interactions, quasi experimental designs, appropriate statistical tests, and interpreting significant and nonsignificant findings. Students will gain experience generating hypotheses, operational definitions, controlling threats to validity, interpreting main and interaction effects, and designing experiments.

1. Identify the primary threats to validity and how to control them
2. Interpret main effects and interactions in figures from factorial designs
3. Describe the fundamental statistical tests for analyzing data from basic experimental designs

8:00 AM-12:00 PM **PS**

Look Before You Leap: Sim for New Spaces Part 2

Course Director: David Kessler, MD, MSc

Faculty: David Kessler, MD, MSc (3), Mary Patterson, MD, MEd (1), Gary Geis, MD (2), Jennifer Manos, RN, MSN (8), Dianne Norman, RN, BScN, MEd, CHSE (6), Kevin Middleton, BSc, MEd(c), RRT (7), Ehud Rosenbloom, MD (5) and Lennox Huang, MD (4).

Overview: Opening a new clinical space or process creates potential patient safety threats and provider challenges. Simulation can be utilized at any phase of planning to identify, prevent, prepare for and monitor latent safety threats. Rigorous planning and evaluation methods are critical to ensuring any program's impact on outcomes. This course will provide examples of specific tools and theoretical frameworks for approaching assessment of new systems or clinical environments utilizing simulation.

1. Develop a simulation-based assessment for their new space or process
2. Utilize video review or structured debriefing to evaluate latent safety threats in an environment
3. Identify an assessment tool that can be used to evaluate workload and efficiency for a new space or process

8:00 AM-12:00 PM **AS**

Developing Simulation-based Stations for OSCEs

Course Director: Ross Scalese, MD, FACP

Faculty: Ross Scalese, MD, FACP (1), Ivette Motola, MD, MPH, FACEP (1), Hector Rivera, MD (1), Angel Brotons, EMT-P (1), Luke Devine, MD, MHPE, FRCPC (2) and Hyun Soo Chung, MD, PhD (3).

Overview: This course will actively engage participants in detailed discussion of the steps required to design and implement OSCE stations that employ simulations (mannequins and task trainers). Considerations will include development of scoring instruments (checklists and rating scales) for use in these assessments. Participants will plan and actually execute a small-scale mock OSCE, giving them practical, hands-on experience with these testing methods, which they can then use to implement simulation-based OSCE stations at their home institutions.

1. Analyze the rationale, advantages, and disadvantages of using OSCEs in general, and simulation-based stations in particular, for clinical assessment.
2. Implement the practical steps required to set up and execute OSCEs, with particular attention to stations employing mannequins and task trainers for testing clinical skills.
3. Design scoring instruments that may be used in OSCE settings.



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8:00 AM-12:00 PM **FD**

Core Skills for the Certified Healthcare Simulation Educator

Course Director: Jason Zigmont, PhD, CHSE

Faculty: Jason Zigmont, PhD, CHSE (2), Wanda Goranson, MSN, CHSE (3) and Donald Coerver, PhD, CHSE, PA-C, DFAAPA (1).

Overview: This 4 hour session will help prepare you for the CHSE certification while building your skills and knowledge as an educator. Presented by the SSH Education Committee this session is both a needs analysis of your own preparation and a chance to expand your horizon. Based upon the CHSE blueprint, this session focus on building your Knowledge of Simulation Principles, Practice, and Methodology along with skills to Educate and Assess Learners Using Simulation.

1. List the components of the certification process.
2. Identify individual strengths and weaknesses in regards to CHSE preparation
3. 3. Develop a personal learning plan for successful obtainment of the CHSE certification.

8:00 AM-12:00 PM **FD**

Cutting Edge Soft Skills: Techniques from Theater, Business, and Sports

Course Director: Richard Snyder, MD

Faculty: Richard Snyder, MD (5), William Hall (1), Dan Klein, BA (3), Rich Cox (4) and Christine McHugh, MFA (2).

Overview: Theater schools and business trainers have developed effective and fun training techniques for acquisition of elite performance in: communication, leadership, listening, functioning under stress, situational awareness. These same skills are critical for optimal healthcare delivery. In this course, you will do experiential trainings drawn from the Improv Theater, Business, and Sports. Participants will up-level their own skills, learn how to facilitate the exercises, and create applications for their own educational settings.

1. Practice, apply, and teach foundational exercises drawn from Improv theater, Business, and Sports for acquiring elite performance of the critical nontechnical skills in healthcare.
2. Craft applications of these training techniques for your own educational settings.
3. Create methodologies to maintain newly acquired skills post-workshops.

8:00 AM-12:00 PM **FD**

Multimodal Simulation for Pediatric Disaster Triage Training: Train the Trainer

Course Director: Frank Overly, MD, FAAP

Faculty: Frank Overly, MD, FAAP (1), Marc Auerbach, MD, MSCI (6), Linda Brown, MD, MSCE (2), Max Dannecker, BAS, NREMT-I (3), Barbara Walsh, MD (5) and Jorge Yarzebski (4).

Overview: The Pediatric Research in Disaster Education Network is offering a train-the-trainer workshop for its Pediatric Disaster Triage Program using multimodal simulations, a combination of standardized patients, low and high fidelity simulators. The development of this free curriculum was funded by an EMS-c grant. The multimodal simulations include a house fire, bus crash, and school shooting. This educational



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program for pre-hospital providers could be used as a template for other educational programs incorporating multimodal simulation.

1. Assemble the necessary components of three multimodal scenarios using the materials provided by the course faculty.
2. Describe the potential challenges related to multimodal simulations and develop strategies to overcome these potential challenges when orchestrating a program.
3. Utilize the facilitator guides and structured debriefing tools to facilitate and debrief the three pediatric disaster simulations program

8:00 AM-12:00 PM **DB**

PEARLS: A Blended Approach to Debriefing

Course Director: Walter Eppich, MD, MEd

Faculty: Walter Eppich, MD, MEd (2), Mark Adler, MD (4), Traci Robinson, BN, Ellen Heimberg, MD (6), Bonnie Mobley, BSN (3) and Adam Cheng, MD, FRCP, FAAP (5).

Overview: The course introduces attendees to a blended framework that melds existing debriefing methods into one integrated approach. Using "Promoting Excellence A Reflective Learning in Simulation" or the PEARLS blended approach, facilitators will be able to select and apply a debriefing strategy suited to that situation. Attendees will have the opportunity to practice the PEARLS debriefing framework with the support of an scripted debriefing tool.

1. Describe three different educational strategies used during debriefing and their associated indications for use
2. Discuss how learner self-assessment with plus-delta, focused facilitation strategies such as advocacy inquiry, and directive feedback and teaching fit within the PEARLS debriefing framework
3. Apply the PEARLS blended approach to debriefing using the decision support aid and the PEARLS debriefing tool

8:00 AM-12:00 PM **FD**

The Art of Moulage: Theatrical Tricks to Help Suspend Disbelief

Course Director: Becky Damazo, RN, PNP, MSN

Faculty: Becky Damazo, RN, PNP, MSN (1) and Betsy Voelker, BA (2).

Overview: Moulage techniques used together with patient mannequins provide authenticity to simulation scenarios and also create a unique teaching tool designed to get students more deeply immersed in simulation scenarios. Clinical instructors can create rare, subtle and dramatic case effects that deliver vital clues for case objectives. Every participant will have the opportunity to see, touch and smell the sophisticated original moulage techniques presented and then dive into creating their own moulage.

1. Identify moulage possibilities to simulate critical medical conditions and trauma injuries that can be used to enhance realism in simulation scenarios.
2. Create moulage wounds, burns and injuries for use in simulation scenarios to support course objectives.
3. Develop insight into how moulage clues can be used as an educational teaching tool.

8:00 AM-12:00 PM **AD**



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Building a Cast Iron Simulation Program: Longevity in Healthcare Simulation

Course Director: Katie Walker, RN, MBA

Faculty: Katie Walker, RN, MBA (1), Michael Seropian, MD, FRCPC (2) and Bonnie Driggers, RN, MS, MPA (3).

Overview: This session will explore the necessary ingredients for your simulation program to maintain a sustainable and thriving future. We will use the practical application of key business theories. Value creation, political legitimacy, and operational capacity will be examined. This interactive session will provide a forum for participants to share their stories and receive expert opinion. Participants will leave with new concepts and ideas to apply. Second of a two-part pre-conference series.

1. Identify the gaps in their simulation programs that would lead to an unsustainable program
2. Apply the learned business theories learned to underpin sustaining their simulation programs.
3. Use the manual with a toolkit of resources for their programs to ensure sustainability.

8:00 AM-12:00 PM AD

Developing and Understanding Metrics to Run Your Simulation Program

Course Director: John Lutz, BS

Faculty: John Lutz, BS (3), Sandra Feaster, RN, MS, MBA (1), Farrah Leland, JD (4), Troy Reihlsen (2) and John Shatzer, PhD (5).

Overview: This highly interactive workshop will incorporate videos, diagrams, worksheets, small group discussions and an audience response system to engage the participants in a dynamic learning experience. The facilitators of the session will guide the participants to understand fundamental terminology regarding simulation activities and assist them in generating complex analysis that can be used for annual reports or predictions of costs and future expansion.

1. Demonstrate methodologies for data reporting
2. Discuss how and why identifying denominators are important for analysis
3. Produce, analyze, and discuss reporting formats that could be utilized in the learners center

8:00 AM-12:00 PM CD

The Team Training Tower: Interactive methodology for team communication

Course Director: Megan Sherman, BA

Faculty: Megan Sherman, BA (2), Brian Ross, PhD, MD (1) and Farrah Leland, JD (2).

Overview: Team Training has gained recognition as a key factor of effective clinical management, improving interprofessional practice, delivery of patient care and ultimately improving patient safety outcomes. The challenge is to efficiently provide training in team communication without removing personnel for long periods of time from clinical/work responsibilities. The ISIS Team Training Tower provides students, residents, practicing healthcare professionals and staff with limited knowledge of team communication with a hands-on introduction to basic TeamSTEPPS concepts.

1. a. Demonstrate understanding of TeamSTEPPS concepts and tools through the use of an interactive activity with allotted resources.



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2. b. Demonstrate understanding of effective debriefing using the provided workshop debriefing guide.
3. c. Modify and operate the Team Training Tower exercise in their own institutions using the take-home package of activity instructions.

8:00 AM-12:00 PM **IP**

Develop a Simulation Evaluation Plan: The Kirkpatrick Way

Course Director: Roberta Hales, MHA, RRT-NPS, RN

Faculty: Roberta Hales, MHA, RRT-NPS, RN (1) and David Rodgers, EdD, NREMT-P (2).

Overview: Course evaluation is a critical part of curriculum development. Its importance to simulation is highlighted in the SSH Accreditation Standards. One of the most enduring and well documented evaluation models is the Kirkpatrick Model. In this workshop, participants will develop a four level evaluation plan for a simulation-based education program based on this model. Participants will have the opportunity to examine the benefits as well as the challenges in developing a comprehensive evaluation plan.

1. Identify the Kirkpatrick four levels of evaluation utilized in simulation based education.
2. Design an assessment strategy utilizing the four levels of evaluation for a given topic.
3. State the opportunities and challenges for assessing at each of the four levels of evaluation.

8:00 AM-12:00 PM **DB**

The Difficult Debrief: How to De-grief the Debrief

Course Director: Amy Fraser, MD, MSc, FRCPC, MHPE (cand)

Faculty: Amy Fraser, MD, MSc, FRCPC, MHPE (cand) (2), Richard Cherry, MD (4), Michelle Chiu, MD, FRCPC (3) and Abeer Arab, MBBS, FRCPC (1).

Overview: The difficult debrief is always a challenge for simulation educators. Even the experienced debriefer can have trouble when confronted with demanding situations or struggling learners. This workshop will focus on common, but challenging, debriefing situations: fidelity issues, the overconfident learner, the tearful participant, and the participant who "hijacks" the debrief. Interactive exercises will focus on identifying cues that signal a difficult debrief, recognizing debriefer reactions, and applying corrective strategies to rescue, or "de-grief", the debrief.

1. Recognize cues during the simulation and the debrief that indicate a coming difficult debrief.
2. Categorize difficult debriefings according to learner behaviour and debriefer reaction.
3. Apply corrective strategies to "rescue" a difficult debriefing.